DOCUMENT RESUME

ED 107 032 EC 072 519

AUTHOR	Wood, Paula
TITLE	Principals and Teacher Consultants Can Be a Team. Final Report of an Institute.
INSTITUTION	Michigan State Dept. of Education, Lansing.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
PUB DATE	Aug 74
NOTE	25p.
EDRS PRICE	MF-$0.76 HC-$1.58 PLUS POSTAGE
DESCRIPTORS	Administrative Policy; Group Dynamics; *Handicapped Children; *Inservice Teacher Education; Institutes (Training Programs); *Interpersonal Relationship; Program Planning; *Role Perception; *Scheduling; Services

ABSTRACT

Described is an inservice institute designed to develop successful working relationships between school principals and special education teacher consultants. Discussed in small group sessions were topics such as adult interaction techniques, scheduling, role definition, and working with regular teachers. It was recommended that common concerns be discussed and possible solutions developed in an open atmosphere prior to the school year. (LH)

ED107032

PRINCIPALS AND TEACHER CONSULTANTS CAN BE A TEAM

Final Report of an Institute

August 13, 14, 15, 1974
Shanty Creek Lodge
Bellaire, Michigan

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EC 072 519

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I. INSTITUTE PERSONNEL

Project Director:	Paula Wood
Department of Education Consultants:	Bert Donaldson Gene Thurber
Planning Committee:	Helen Romsek Hugh Smyth Sue Miller Doug Warren Byron Rogers Tom Belloli John Springer Marie Gyles Jeanette Dilts Jean Frentz Don Dexter
Keynote Speaker:	Dr. Dale Rice Central Michigan University
Fiscal Agent:	William Clark Ingham Intermediate School District
Secretaries:	Andrea McInenly Penny Cox Shirlee Johnson

II. INSTITUTE DESCRIPTION

A. Purpose

The purpose of this Institute was to enhance services to handicapped children in Michigan by developing models and strategies for successful working relationships between principals and special education teacher consultants.

Participants were teams of principals and teacher consultants who had worked together for at least one year. It was hoped that out of this Institute there could be a model developed for in-service and pre-service for teacher consultants and principals based on the input of the participants as to their problems.

B. Planning

After the Institute had been conceived, a planning committee of 14 members was assembled. All were active professionals in the field, chosen upon recommendation from their peers, intermediate district administrators and department of education personnel. They were selected because of the capability each had shown for forming successful working relationships as part of a principal-teacher consultant team.

The planning committee met three times as a group to plan the content and format and to recommend staff.

C. Format

The format decided upon called for a series of small group sessions in which four or five teams of principals and teacher consultants would interact with one to two group leaders on a specific topic of concern. The groups were to remain the same throughout the conference and rotate through all topic areas. The topic areas were to be determined by the Institute participants at the initial large group session so that those topics about which there was the most concern would be covered. This left the Institute somewhat open-ended and, therefore, placed a greater burden on the group leaders to be prepared for a variety of topics. However, it was felt that this disadvantage was far outweighed by the advantage of allowing the participants themselves to determine what topics they wanted to discuss and problems they wanted to share. A detailed agenda can be found in the appendix.

D. Evaluation

In an attempt to assess the usefulness and outcomes of this Institute, the following methods of evaluation were used:

1. Participant evaluation - each participant was asked to fill out an evaluation form designed specifically for this Institute (See Appendix).

2. Group leader evaluation - each group leader was asked to submit a written report on general impressions and ways the Institute could have been improved.

Summary - Participant Evaluation Forms

1. TOTALS OF THE OVERALL RATING SCALE OF THE CONFERENCE BY THE 40 PARTICIPANTS COMPLETING EVALUATION FORMS:

poor	fair		good		very good		excellent
	1	2	6	4	9	15	3

(A topically divided summary of answers to question 1, which asked for two areas of concern raised in each small group session that had some resolution, is included in the Topic Reports from Small Group Sessions, part IV of this report.)

2. WHAT DID YOU LEARN HERE THAT YOU WILL BE ABLE TO TAKE BACK AND IMPLEMENT IN YOUR OWN DISTRICT? (Exact statements of participants)

--Importance of having institutes on a small scale.
--My district is doing things much better than most others.
--Scheduling for teacher consultants.
--Referral system schema.
--All individuals involved in a particular program must have input and must be able to communicate with each other as to their role in working with a child.
--The importance of developing a good understanding for entire staff. The need for total cooperation to get the job done.
--My perception of my role as a teacher consultant and how I plan and hope to implement it effectively in the fall.
--EPPC apparently will remain.
--Meeting new people, learning of their problems and solutions.
--Interaction techniques.
--State Special Education Code*defined as well as finding out what good things others are doing.

*The Special Education Code is the specific set of rules applicable to programs and services for handicapped students.

--Understanding of others' problems and areas of concern.
--A better understanding of intermediate difficulties.
--To explain more easily the teacher consultant to the staff.
--Interpretation of mandatory leads to much interpretation and can be changed.
--Better feeling for people.
--Scheduling,
--Adult interaction.
--Better understanding of role of teacher consultant.
--As a teacher consultant, I won't take students without an EPPC.
--Work on public relations.
--Inform principals of activities in greater detail - solicit their cooperation to a greater degree.
--Areas to provide in-service to regular staff prior to inception of any teacher consultant implementation.
--Time will tell.
--The interaction was great and some of my concerns do not appear to be as large as before.
--The use of pre-EPPC information sharing to expedite the process.
--Use opening staff meeting to clarify roles and expectancies and facilitate smooth operations.
--That regular grade school principals are interested in special education students and their placement, will come to such a workshop and participate constructively.
--Need to write better job description so everyone knows what the teacher consultant is to be doing.
--A little more about public relations techniques in working with staff.
--Better interactions at personal level.
--Need for job descriptions.
--Principals need more involvement.
--Mini-sessions prior to EPPC on a regular basis.
--Assignment of primary consultant.
--Leo Buscaglia's philosophy reinforces my own. As we get together to discuss programs, we can't help but learn, even if we can't pinpoint. This conference was good for me.
--Use of role definition to provide acceptance.
--Hopefully, to get our special education director to follow guidelines and implement more fully Mandatory Special Education.
--A better understanding of Mandatory Special Education.
--Some ideas for working with the general education staff to promote a better working relationship.
--Additional ways to assure acceptance of the teacher consultant by regular teachers, EPPC techniques.
--My district has not been receptive in the past to new ideas, etc., developed at conferences.

3. DO YOU FEEL THE ISSUES DEALT WITH WERE PERTINENT TO YOUR PARTICULAR SITUATION?

26 Yes
6 Some or most were
3 Not much

4. DID YOU FEEL THE TAPE OF LEO BASGALIA ASSISTED YOU TO A GREATER AWARENESS OF CHILDREN AND THEIR NEEDS?

39 Yes (Great, Excellent, Worthwhile)
1 Not to me (Several participants mentioned that they had seen the video tape before, but felt it was still most beneficial.)

5. CONCERNS FOR FUTURE INSTITUTES.

--Better integration at the state level between general and special education in regards to information dissemination.
--Answers to the problems raised at this Institute.
--The role of the new teacher consultant with no experience.
--After another year - where have we progressed?
--Programs of service for 0-3 population.
--Programs of service for 18-25 population.
--Possibly some long-range planning for direction of special education from here on.
--Broadening institutes of this type to include larger numbers of staff. Perhaps more emphasis on Leo Basgalia's tape and Rice presentation. Also, more practice at doing some of the things they were talking about.
--More Mandatory Special Education programs.
--More on Mandatory Act questions.
--Time to help directors understand teacher consultant role.
--Perhaps we ought to consider an institute of this kind for teacher consultants and regular staff members.
--More on Mandatory Special Education.
--Some areas in this Institute could explore more.
--Communication workshop of educators from all fields.
--Continue to have such institutes and publicize them more.
--Area of Learning Disabilities and regular classroom teachers.
--Teacher consultants and psychologists cooperation and coordination.
--Institutes which include developing communication and continuity among the various disciplines.
--Details and "how to's" of mainstreaming.
--More meetings of this type would be most beneficial.
--Special teacher-regular teacher interactions at elementary, junior high and secondary level.
--Specificity of guidelines - terms such as facilitator developed.
--How to achieve successful integration into regular classes of handicapped children.

Summary - Group Leader Evaluations

Overall evaluations were favorable.

Favorable Comments

--Good interaction in most sub-groups.
--Good participation among participants.
--Spirit good.
--I enjoyed the interaction.
--I took away a lot more than I gave.
--Generally, the people seemed willing to help each other solve problems.
--The group leaders became very close to each other.
--Excellent Institute.
--Developed good feeling between teacher consultants and principals.
--Attendance was excellent.

Negative Comments

--Some people were very hard to include.
--Scheduling too tight.
--I had a feeling of hurry, hurry.
--Topics had a tendency to overlap.
--The variety of levels was good in one sense, but in another, it made for difficulty in communication.
--Institute seemed to be geared to consultants more than principals.

Some Suggestions for Improvement

--Leo Buscaglia's tape needed time to digest.
--Social hour should be the first day.
--Group people by job level or experience.
--Allow teams to choose own group and attend meeting of their choice.
--I think some time should have been provided when people could choose the group topic and/or leader they would like to talk with further.

III. TOPIC REPORTS FROM SMALL GROUP SESSIONS

A. Adult Interaction Techniques - Jeanette Dilts, John Springer

In the group sessions on adult interaction techniques, emphasis was placed upon the components participants felt were necessary for successful interaction. Overall communication strategies as well as specific techniques were discussed. Some of the ideas that were considered to facilitate the best communication were:

1. Good listening and the ability to empathize.
2. A foundation of trusting and honesty in dealing with others.
3. Recognizing, complimenting and praising concrete things others do.
4. Allowing others the latitude to disagree.
5. Taking the time to communicate.
6. Asking for other's perceptions and ideas and considering these.
7. Asking for other's ideas and giving the appropriate credit.
8. Maintaining an open door policy.
9. Using the tape of Leo Buscaglia at a staff meeting.
10. Appropriate timing for all interactions.
11. The importance of psychological touching (positive reinforcement).
12. Recognizing the needs of others - letting them be themselves.
13. The importance of home visits and allowing parents to give their point of view of the child.
14. Praise and genuine compliments in the form of written communications.
15. Body language is vital - move out from behind the desk.

Areas of concern raised in this small group session that the participants listed on evaluation forms as having been resolved:

1. Little things mean a lot.
2. A universal problem with different solutions in different districts.
3. Listening skills.
4. Be tolerant of others.
5. Would like to expand on this area.
6. Principal cooperation.
7. Timing - honesty.
8. Getting opposite philosophies to work together.
9. Promoting the positive.
10. Develop a trust and openness between the parties involved.

11. Be cautious about using zingers on people - it closes doors.
12. Giving positive feedback.
13. Importance of good parent working relationship and involvement.
14. Agreed that frankness and trust were important.
15. Need for honesty of response t others and unselfishness and sharing knowledge.
16. Parent involvement - good discussion - sensitivity - interesting - home visits.
17. Breaking down teacher resisitance.
18. Being human.
19. Listening and understanding.
20. Be a listener - maybe have an in-service.
21. Reinforcement needed for all.
22. Consider each role's uniqueness.
23. Communications.
24. Will ask my director to listen. Work through staff meetings.
25. Trust and listening are important to adult interaction.
26. How to listen, how to compliment.
27. Teacher consultants need continuous positive reinforcement. Be a good listener.
28. Methods of getting teacher consultant accepted by staff.
29. Listening and how to be sensitive to other's needs.
30. Openess of concerns between teacher consultants, teachers and principals.
31. Picked up several mini ideas for positive type approach.
32. More praise needed. Listening.
33. Positive approach, attention to the concerns of staff and parents.
34. Psychological stroking - listening necessary. Parents permitted to voice opinion first in meeting.
35. Not concerns but some good suggestions made.
36. People to people contact explored.
37. Sensitivity levels discussed.
38. Use of positive reinforcement.

B. Scheduling - Tom Belloli, Jean Frentz

In the group sessions on scheduling, emphasis was placed on each team's development of an appropriate and agreed upon schedule. The major concern was to solve practical scheduling problems.

Many participants felt they spent too much time directly with children. People working with teachers felt more satisfied with their role. The importance of schedule changes from year to year was stressed by participants (the function of a first year teacher consultant was

seen as being different than the function of a third year teacher consultant). Also, the function of an itinerate was seen as different than that of a teacher consultant in a single building.

Most teams felt that the teacher consultant spent more actual time with students than in any other way. They expressed a desire to spend more time with teachers and with groups of children. Programs were seen as best when time was allowed to develop a working program.

Some general considerations for scheduling were:

1. Time schedule should be worked out by principal and teacher consultant.
2. This should be presented to the entire staff by the principal.
3. Priorities for the teacher consultant should be presented to all the staff.
4. Flexibility is an important component of any scheduling procedure.
5. It was seen as essential that the teacher consultant be perceived as not being an evaluator but as a facilitator.

Areas of concern raised in this small group session that the participants listed on evaluation forms as having been resolved:

1. Problems vary greatly with size. People need to be given flexibility.
2. It has to be worked out with the principal and teacher consultant how to best meet children's needs. Too much time can be spent in direct service to kids at the experse of consultation.
3. The idea of reevaluating scheduling and allowing flexibility each year.
4. Group problems were entirely unrelated.
5. Providing time for in-service. Providing time to get material, learning, etc., to teachers and students by working in classroom.
6. A workable time schedule for teacher consultant. Difference between secondary and elementary levels.
7. That it is to be agreed upon by building principal and teacher consultant jointly. It is as diversified as the number of districts.
8. Teacher consultant's need for clarification of role in each school, i.e., whether major responsibility to teacher or to children.

9. Time to work things out is necessary.
10. Spend more time with teachers. Spend more time on diagnostic work.
11. Local problems and how to deal with them.
12. Too much time with children, working pretty well.
13. More on involvement of personnel and specific responsibility of each in EPPC.
14. Local concern - depends on program.
15. Wide diversity depending on area. Importance of vocational placement and secondary level.
16. Time slots for teacher consultants.
17. Communication aids.
18. The general staff and everyone concerned should be aware that scheduling and timing is very important.
19. Importance of getting started in a workable schedule (pre-thought) due to difficulty in changing once established.

C. Communication With and Ways of Working With Regular Staff - Susan Miller, Douglas Warren

Focus of group session. Positive reinforcement as a primary method in achieving healthy staff relationships and opening channels of communication.

Group interaction was initiated with the following technique: Each group participant was asked to respond in written form to the two questions listed.

1. Cite one specific example in which you personally witnessed a teacher providing a child with positive reinforcement.

2. Cite one specific example in which you personally witnessed a teacher that you do not think favorably of providing a child with positive reinforcement.

Purpose of the task. To point out that we can find good in all teachers, even though we may personally feel unfavorably toward them.

Participants were asked to read their examples to the group. Group leaders then asked for their response at the time they witnessed the incident. Group leaders tried to identify, through the group

discussion, the lack of reinforcement for the regular classroom staff when they do perform well with a child. The administrators were hesitant to admit to disliking a staff member.

Group leaders then directed the discussion toward techniques and/or methods in which public relations could be initiated by the teacher consultants and administrator while avoiding a threatening or uncomfortable relationship.

Conclusions. Most teacher consultants believed that it was the principal's job to inform the regular teaching staff of their roles and duties - they should not be required to spend time defending themselves. Most of the principals felt that they were willing to help teacher consultants, but they could not force their acceptance.

Several techniques were examined and deemed feasible for teacher consultant use. Some were:

1. Necessity for classroom visitation to give the teacher consultant and principal the opportunity to see the various teachers in action, thus providing the teacher consultant with actual incidents in which positive reinforcement can be given.
2. Teacher consultants or principals approaching teachers and asking them for advice on best working with students.
3. Participation in school activities as a regular teacher, not a quasi-administrator. Numerous specific techniques were mentioned. Basically, it was decided that we cannot be successful if we do not see the successes of others and keep supporting their efforts. The classroom teacher has a greater effect on a child because he is with the child longer. The teacher consultant and principal must provide support (verbally) to the classroom teacher if we expect him or her to continue working diligently to meet a child's needs. It is true that it is a classroom teacher's job - but positive reinforcement from the teacher consultant or principal can assure that an outstanding job is done.

Areas of concern raised in this small group session that the participants listed on evaluation forms as having been resolved:

1. Examine our feelings about our staff. Personality is important.
2. Lack of understanding of teacher consultant job. Public relations necessary (positive).
3. To know that others are having some of the same problems.
4. Share ideas. Listen to her (his) ideas or suggestions.
5. Define responsibilities prior to opening program. Not authoritarian, but helper role.
6. Use positive reinforcement to work into the teacher's confidence. Be a staff member and participate in the normal activities that go on in a school.
7. Need for in-service training and developing continuing good public relationships.
8. Good approach for use with staff in positive approach to good as well as poor teachers.
9. Positive reinforcement to influence cooperation.
10. Not particularly valuable - although the "pumping up" phrase is superb.
11. How does regular classroom receive teacher consultant?
12. Is the teacher consultant made to feel a part of total staff?
13. That getting a resistant classroom teacher to cooperate takes much tact.
14. Must be visible to the regular staff.
15. Public relations.
16. Many good suggestions such as lounge contact and teacher consultant involvement in teacher meetings and activities.
17. Do more observation in room.
18. Positive reinforcement can be a useful technique.
19. How to better understand teacher and principal interaction techniques.
20. Entire staff should aid in the process. Prepare staff for service through planning and introduction.
21. Training process. Personal and social contacts are helpful.
22. How to get the so called regular classroom teacher to accept the teacher consultant. Getting regular staff help in setting up the role of teacher consultant.
23. "Help me" attitude rather than "I'm here to solve your problems."
24. Positive reinforcement - make special efforts to give teachers positive comments.
25. Assume as a teacher consultant that the classroom teacher has something to offer and be receptive.
26. A lot of "how to's."
27. Communications.
28. Be positive.
29. Teacher attitudes - how to change. Comparison of teacher attitudes at the primary and secondary level.
30. Modifying receiving teacher attitude.
31. Building acceptance roles and coping for regular classroom teacher.
32. Consultants must get across to regular staff that they are a supportive service and not a threat.

D. Mandatory Special Education Act

Topics discussed in the small group sessions concerned with the Mandatory Special Education Act were numerous and far reaching. Clarification was needed on many points and justification for some procedures was sought. The participants felt the Michigan Department of Education should know about the feedback that was given at this Institute.

The main issues discussed were:

1. The problem of teacher consultants not being able to work with children without an Educational Planning and Placement Committee beyond a ten-day limit. The consensus was that this was arbitrary and should be changed.

2. Parental considerations were numerous. Permission for testing was discussed along with ways to get parents involved and advise them on due process. Flexibility was seen as important in working with parents - a number of people can do the job. The hope is that everything will be handled so efficiently that procedures for parents who disagree will not have to be utilized.

3. Ways to get regular educators - especially principals - involved in the teacher consultant program were discussed. Suggestions were: have the principal chair the EPPC, hold school building meetings for child study, initiate a school team to talk about all students who have problems and what can be done to help them.

4. Ways to help older children who have graduated from special education but still need help were seen as poorly developed. Michigan Department of Education will have area workshops to sharpen vocational education parts of the intermediate school district plan*.

5. Some intermediate school district plans are much more stringent than the Special Education Code. Local districts should become familiar with the intermediate school district plans as they are bound by it. The plans can be amended.

*Intermediate school district plan is a management document for the intermediate school district and its constituent districts by which programs and services for handicapped students will be provided.

6. The role of the social worker should be more clearly delineated.

7. Concerns about getting special education services to the children ran the gamut from referral to placement. Local options were unclear to many. There were discrepancies between the requirement of the Special Education Code and intermediate school district plans. The Special Education Code allows for almost any procedure which will enrich and improve local programming.

8. The intermediate district plan must be written in cooperation with all local districts in the area according to Part VII of the Special Education Code.

Due to confusion and to the need for clarification regarding the rules, please see Guidelines for Special Education Programs and Services in Michigan, all of Part I, General Guidelines, and Part II regarding Educationally Mentally Impaired, Learning Disabled, Emotionally Impaired and Teacher Consultants. These guidelines should be available to you through your superintendent's or special education director's office.

E. Role Definition - Hugh Smyth, Byron Rogers

In terms of job description, the Michigan State Department Special Education Code Guide was seen as minimal with much flexibility in allowing for characteristics unique to local districts.

Many districts felt that teacher consultants needed image improvement through the institution of public relations techniques-dissemination of reports done, accounting for time more thoroughly to the rest of the staff, assisting in in-service for the regular staff, adequately perceiving local philosophies and procedures, and proving of self through superior performance and high visibility.

The problem of role definition was seen as complex due to the uniqueness of the teacher consultant role, the possibility of overlapping responsibility and the time involved to work such things out with local staff.

Supervision was seen as a problem because of the tight scheduling of principal time and the existence of local autonomy, which would preclude anyone on a regional level deciding how each individual school district should utilize teacher consultants to best advantage.

Recognition as part of a local staff was seen as a vital component of a role definition. This is accomplished in many subtle but significant ways - a mail box, listing on the staff roster, telephone listing, room space, participation in social activities and sports events, an introduction at orientation time and inclusion in such rituals as pictures in the year book.

Areas of concern raised in this small group session that the participants listed on evaluation forms as having been resolved:

1. The role can only be defined broadly.
2. Need for some kind of job description.
3. Administrators who are problems are not here.
4. Individual districts vary greatly.
5. Job descriptions need clarification.
6. Building needs as related to intermediate's job description.
7. Individual circumstances vary from school to school.
8. Good involvement.
9. Only a taxonomy of skills can be developed and principals and teacher consultants have to work out the priorities and function from there.
10. Need to write own definition each year and having job specifications given to others.
11. Need for different models.
12. Need for individual situations to set up own role.
13. Need to explain role to staff.
14. Need to ask for staff input as to their needs and areas where you might be most useful.
15. I felt the interaction was useful to me. I was able to gain a better understanding of various definitions of the same basic role.
16. How to better evaluate performance, improve image, i.e., acceptance from staff.
17. Job description for person.
18. Administration understanding the role of teacher consultant.
19. Most interesting the need for description of role of teacher consultant.

20. There is an "umbrella" of services that encompass the teacher consultant job,and it should not be used as an evaluation unless that service is actually performed.
21. Must be left free for most facilitating role for each individual school.
22. Developing guidelines.
23. Broad role needs to be written. Teacher consultant and administration then can zero in on specifics at beginning.
24. Job descriptions.
25. Improve teacher consultant image.
26. A job description can serve as a valuable general guide.
27. Need for some sort of job description.
28. Tactful procedures used at all times.
29. Keep teacher consultant as part of the regular staff.
30. List of possible functions of teacher consultant.
31. List areas that teacher consultant cannot be used.
32. Role defusion rather than definition.
33. Job description - meeting with local district personnel to develop priorities.
34. Public relations by being available according to each district's needs.
35. Role depends upon local district and program.
36. Local program is the focal point.
37. "Spell it out" to give everyone an understanding of what the teacher consultant's role is.
38. Index teacher consultant auxiliary services for
39. Definition needed periodically for evaluation purposes.
40. Consultant - the term means different things to different people.
41. The in-built interpretation seems an impossible dream.
42. It is necessary to have a job description, however, it can and should be a flexible one.

IV. DISCUSSION AND IMPLICATIONS FOR IN-SERVICE

There appeared to be many common problems and concerns for principals and teacher consultants. The most pervasive ones centered around five main areas - the Mandatory Special Education Act (its meaning and implications or the Special Education Code, adult interaction techniques, scheduling problems, role definition, and working with other regular classroom teachers.

These five areas, which were focused upon in small group sessions at this Institute, were found to be very complex, but also vital concerns for the success of any teacher consultant program.

Although no real "solutions" emerged for everyone, it was apparent that dealing with these concerns in a consistent manner and as a team was very helpful for the participants. The implications for school districts and intermediate districts are clear. If a teacher consultant program is to be given maximum opportunity for success, there must be a systematic method developed for coping with these specific concerns for all teacher consultants and principals, either prior to or during the early part of the school year. Problems such as role definition and scheduling are not worked out without much effort on the part of those involved. To provide a place and a format where these can be approached would be a positive and useful contribution for any local or intermediate district.

When the common concerns can be discussed and possible solutions developed in an open and non-threatening atmosphere prior to the school year, lines of communication can be established that will lead to more honest and significant interaction between principals and teacher consultants and,

consequently, to better services to handicapped children. An early experience with teamwork on the part of principals and teacher consultants can only be conducive to a more productive working relationship.

V. APPENDIX

AGENDA

Tuesday, August 13, 1974

9:00 - 11:00	Registration
12:00 Noon	Lunch
1:00 p.m.	Meeting North Bellaire Room Opening activity - Dr. Dale Rice
2:30 p.m.	Coffee break
2:45 p.m.	Finish opening activity
6:00 p.m.	Dinner
7:00 p.m.	Meeting North Bellaire Room to identify topics for small group sessions

Wednesday, August 14, 1974

7:30 a.m.	Breakfast
9:00 a.m.	Video tape, North Bellaire Room
10:15 a.m.	Coffee break
10:30 a.m.	Group sessions in suites
11:45 a.m.	Lunch
1:15 p.m.	Group sessions in suites
2:45 p.m.	Coffee break
3:00 p.m.	Group sessions in suites
6:00 p.m.	Dinner

Thursday, August 15, 1974

7:30 a.m.	Breakfast
9:00 a.m.	Group sessions in suites
10:15 a.m.	Coffee break
10:30 a.m.	Final session North Bellaire Room Summary and Evaluation
12:00 Noon	ADJOURN

EVALUATION OF THE INSTITUTE

"PRINCIPALS AND TEACHER CONSULTANTS CAN BE A TEAM"

August 13, 14, 15, 1974
Shanty Creek Lodge
Bellaire, Michigan

1. Please list two areas of concern raised in each of the following sessions that had some resolution:

   MANDATORY (Helen Romsek and Gene Thurber or Bert Donaldson)

   SCHEDULING (Jean Frentz and Tom Belloli)

   ADULT INTERACTION TECHNIQUES (John Springer and Jeanette Dilts)

   WORKING WITH REGULAR STAFF (Sue Miller and Doug Warren)

   ROLE DEFINITION (Hugh Smyth and Byron Rogers)

2. What did you learn here that you will be able to take back and implement in your own district?

3. Do you feel the issues dealt with were pertinent to your particular situation?

4. Do you feel the tape of Leo B. assisted you to a greater awareness of children and their needs? (Was it worthwhile?)

5. Were the accommodations and facilities satisfactory? If not, please list your specific complaints--the management would like to know.

6. How would you rate this Institute?

poor fair good very good excellent

7. What are some areas of concern or interest you would like to have the State Department consider for future Institutes?

8. Additional Comments: